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GUIDANCE SERVICES AND THE ROLE OF THE COUNSELOR AT THE SECONDARY SCHOOL LEVEL.

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THIS SURVEY ATTEMPTED TO IDENTIFY THE DUTIES OR ROLE OF THE SECONDARY SCHOOL COUNSELOR AS SEEN BY COUNSELORS AND SCHOOL ADMINISTRATORS. QUESTIONNAIRES WERE SENT OUT TO 253 CERTIFICATED COUNSELORS, 561 PRINCIPALS, AND 67 SUPERINTENDENTS. THEY AGREED THAT A COUNSELOR SHOULD (1) COUNSEL ALL STUDENTS, (2) COLLECT AND DISSEMINATE OCCUPATIONAL INFORMATION, (3) MAKE FOLLOWUP STUDIES OF SCHOOL DROPOUTS, (4) INTERPRET TEST RESULTS TO PARENTS AND STUDENTS, (5) KNOW REFERRAL SOURCES, AND (6) USE PERSONALITY AND ATTITUDE INVENTORIES. IT WAS ALSO AGREED THAT COUNSELORS SHOULD NOT SERVE AS OFFICE CLERKS, SUBSTITUTE TEACHERS, OR DISCIPLINARIANS. (LP)

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GUIDANCE SERVICES AND THE ROLE OF THE COUNSELOR AT THE SECONDARY SCHOOL LEVEL

Cooperative Research Project No. S-001

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Ruston, Louisiana

1965

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Our special gratitude goes to the Cooperative Research Program of the U. S. Department of Health, Education, and Welfare, whose interest in the advancement of educational services and research prompted support for this project.

Yes, the Louisiana school child
has many friends.

Yes, Louisiana educators are
interested in research.

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OVERVIEW OF THE STUDY

Educators have long expressed belief in the value and worth of each person. Within the recent past we have placed great emphasis upon the pursuit of excellence. Guidance presupposes that we can discover and contribute to the development of the potential of each individual in terms of the available educational and/or enviromental opportunities.

Expansion in Louisiana

During the past half century the tremendous growth in school attendance, the demands of a complex society, and a modified system of values have called attention to the constantly expanding range and diversity of pupils' needs and abilities. As a result there has been an expansion in services to foster the optimum development of individual pupils.

In Louisiana, the passage by Congress of Title V of the National Defense Education Act in 1958 provided the major stimulus for guidance services. Prior to this time, these services were limited to very few parishes (counties).

As a result of this Act and requirements of the Southern Association of Colleges and Secondary Schools,

guidance services are now found in the majority of parishes. In addition, Louisiana has been awarded three Guidance Institutes. The Guidance Section of our State Department of Education has been expanded. Five colleges and universities offer full counselor education programs with several other colleges offering partial programs. Approximately nine guidance conferences and workshops are conducted throughout the state each year.

This investigator believes that Louisiana educators have had an opportunity to develop a rationale for guidance services which might be of benefit to the state and to the nation. It is believed that many questions could be resolved, or at least partially answered, from a comprehensive survey of these services. This is the purpose and justification of the project described herein.

The Problem

This study has attempted to identify the duties or role of the secondary school counselor from the viewpoint of counselors and school administrators, to ascertain the agreement or lack thereof between the two groups, and to determine the frequency of functions performed by counselors. This is an opinion study and not an attempt to evaluate our program.

It is felt that the findings of a study of this nature will

be beneficial to the "new" counselor as he attempts to determine the role he is to play in the educational setting. The findings should also be beneficial to the methods, materials, and techniques of counselor education. It is also hoped that the results might serve as a guideline in helping administrators review their programs.

The Setting of the Study

As mentioned above, Louisiana's greatest progress in guidance has been made since 1958. Our State Department of Education has published "Guidance Services in Louisiana".[1]

> It is hoped that this bulletin will lead to a better understanding of the guidance services by school people, other interested persons, and to more adequate guidance for Louisiana youth.[2]

This statement suggests the purpose of the bulletin to be informational.

This publication discusses the establishment of a program and then proceeds to describe the specific services including: orientation, information, testing, pupil appraisal, counseling, group procedures, placement, follow-up, and guidance in the elementary school.

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[1] C. W. Eubanks, Guidance Services in Louisiana: Bulletin No. 969. Baton Rouge: State of Louisiana, Department of Education, 36 pp.

[2] Ibid., p. ii.

No attempt has been made within our state to specifically determine nor delineate the role of the counselor from that of other educational workers.

Counselors are not recognized under the provisions of the Louisiana Minimum Foundation Program. Unfortunately, this has led to the impression that guidance is a form of enrichment. The guidance effort in Louisiana is concentrated at the junior and senior high school levels.

Louisiana certification standards (Appendix A) are directed toward a training program which attempts to equip the counselor with knowledge required in one-to-one counseling situations.

It is within this setting that the present survey is undertaken.

Sources of Data

This study is based on the premise that counselors will be more efficient and effective if they can establish an identity. This identity must be perceived by all school personnel beginning with the administrator.

As a means of determining the opinions of counselors and administrators, a questionnaire was constructed and distributed between February 15 and May 30, 1964.

The questionnaire was mailed to 67 parish and city school superintendents, 561 junior and/or senior high school principals, and 253 certificated counselors. (This sample included both full and part-time counselors.) The names of the superintendents and principals were obtained from the 1963-64 "Louisiana School Directory", and the counselors from the mailing list of the Guidance Section of the State Department of Education.

After the results were tabulated, ten percent of the counselors who returned the questionnaire were interviewed in an attempt to determine their specific duties and the frequency with which they were performed. Results indicated a similar pattern in each section of the state. Another request was made of each of the 171 full-time certificated counselors in the state. They were asked to list in order of frequency the five duties which consumned the major portion of their time during the 1963-64 school year.

II

APPROACH THROUGH LITERATURE

Writings concerning the role of the counselor and his identity in the educational setting indicate little agreement either among counselors themselves or counselor training institutions toward any definite goals to be attained or tasks to be performed by the counselor.

Arbuckle suggests that " . . . it was also painfully evident that there was little agreement among institutions as to just what they were educating the school counselor to do."[3]

Shertzer and Stone suggest that " . . . it is of major importance that counselors articulate their own identity."[4]

Stiller, in his discussion of the policy statement on counselor education of the American Personnel and Guidance Association, makes the following observation:

> The formulation of training standards presupposes a knowledge of the counselor's duties and functions, yet there is ample evidence that various groups differ in their perceptions of the counselor's role.[5]

---

[3]Dugald S. Arbuckle, "The School Counselor--Realty or Illusion," Counselor Education and Supervision, 2:54, Winter, 1963.

[4]Bruce Shertzer, and Shelley C. Stone, "The School Counselor and his Publics," Personnel and Guidance Journal, 41:687, April, 1963.

[5]A. Stiller, "School Guidance Needs Research," Personnel and Guidance Journal, 41:798, May, 1963.

The need for identifying the counselor's role and the difficulty of determining it is adroitly suggested by Stefflre.[6]

> The counselor-in-training or the teacher accepting a counseling job cannot have an emotional and psychological commitment to the task of the counselor for it has not yet been clearly defined and accepted throughout the profession. What is done under the name of counseling is diverse and many splendored. Professionalization will require a degree of consensus regarding the appropriate functions of the school counselor.
>
> The degree of commitment to the goals of the institution--in this case the school--which is the third element in identification would seem to vary a good deal from counselor to counselor. Some very "psychological" counselors may evidence little interest in curriculum, finance, and other "bread and butter" educational problems. They go to school as they would go slumming, with some curiosity but with little involvement. Other counselors may have a commitment to the goals of their institutions that does not make sufficient use of their uniqueness. Their attitudes and values may not be distinguishable from those of teachers or administrators and therefore may not add to education the flavor that should come from their specialty.

In addition to the articles emphasizing a need for role identification, there have been those which, at first glance, appear to be filled with challenging reading about the present and future role of the counselor. Occasionally, closer reading will reveal individuals willing to grind personal axes at the expense of guidance by further confusing the issue.

---

[6]Buford Stefflre, "What Price Professionalization?" Personnel and Guidance Journal, 42:655, March, 1964.

In addition, there has been research and published material of a descriptive and predictive nature.

No attempt will be made on the following pages to enumerate all of these writings but rather to cite selected ones which the investigator believes will help the reader grasp the need for this investigation in Louisiana and for similar broad scale studies in other states.

The ASCA statement relative to professional responsibilities is a recent attempt to establish the role of the counselor.[7]

The school counselor has the responsibility to:

1. Assist each pupil to meet the need to understand himself in relation to the social and psychological world in which he lives. This implies helping each pupil to understand his aptitudes, interest, attitudes, abilities, opportunities for self-fulfillment, and the interrelationships between these.

2. Assist each pupil to meet the need of accepting (defined as being able to behave consistent with) his aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment.

3. Assist each pupil to meet the need to develop personal decision-making competency. Included is the responsibility of assuring that the pupil's opportunities for self-understanding and self-fulfillment are not restricted by the group consideration and processes inherent in schools.

---

[7]"Tentative Statement of Policy for Secondary School Counselors," American School Counselor Association, Personnel and Guidance Journal, 42:195, October, 1963.

4. Assist all members of the school staff to understand the importance of the individual pupil and to provide information, material, and consultive assistance aimed at supporting their efforts to understand pupils.

5. Determine the influence of the school program on pupil educational and psycho-social development, and to convey such information to other staff members.

6. Inform other staff members of significant changes in the school and non-school environments which have implications for instruction, the psycho-social well-being of pupils, and to participate in related program development.

7. Assist parents to understand the developmental progress of their child, his needs, and environmental opportunities, for purposes of increasing their ability to contribute to their child's development.

8. Interpret to the community the importance of consideration for the individual and the contribution of the school counseling program to that end.

9. Promote in the community non-school opportunities necessary for student development.

10. Use and/or promote community resources designed to meet unusual or extreme needs of youngsters which are beyond the responsibility of the school.

Wrenn[8] believes the function of the counselor should be limited primarily to counseling with some emphasis upon research and community liaison. The serious student of counseling should review in detail Wrenn's book.

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[8]C. Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962).

A year long study of guidance in Pinellas County, Florida is reported by Fitzgerald.[9] Senior high school counselors reported both activities and percent of time devoted to various activities.

Counseling	17%
Conferences	20%
Testing	9%
Group Guidance	3%
Clerical	17%
Correspondence	3%
Miscellaneous and other	30%

In a role concept study in Missouri, Schmidt states the following conclusions seem warranted.[10]

1. Both the secondary school counselors and their principals tended on the average to perceive a significant and substantial positive relationship between the actual and ideal roles of the counselor.

2. The counselors did not perceive a greater similarity between their actual and ideal roles than did the principals.

3. The relationship between the counselors' and the principals' perceptions of the counselor's actual role is on the average positive and significant but the correlation does leave over 60 percent of the variation in one role unaccounted for by the variation in the other.

4. The relationship between the counselors' and the principals' perceptions of the counselor's ideal role is on the average positive and significant but the correlation again leaves over 60 percent of unexplained variation.

. . . . . .

---

[9]Paul W. Fitzgerald, "The School Counselor: A Snapshot and Projection", Personnel and Guidance Journal, 1:216, Summer, 1962.

[10]Lyle D. Schmidt, "Concepts of the Role of Secondary School Counselors", Personnel and Guidance Journal, 40:604, March, 1962.

We conclude this brief review of selected literature with two quotes from Sorenson.[11]

> If it is to survive as a significant part of the educational enterprise, school counseling must become a more rigorous and better integrated discipline. Our role in the school system must be clarified.
>
> In times of great change, organisms and institutions that are unable to evolve become extinct. It is time for the school counselor to look to his own evolution.

---

[11] Garth Sorenson, "Pterodactyls, Passenger Pigeons, and Personnel Workers", Personnel and Guidance Journal, 43:430,437, January, 1965.

III

THE QUESTIONNAIRE

The items included in the questionnaire were suggested by many sources, including colleagues, authoritative writings, and the personal experience and knowledge of the investigator. In developing the questionnaire, an attempt was made to think in terms of the four areas indicated below. These specific areas are not mentioned in the final form of the questionnaire and will have little significance to the remainder of the report, but are here mentioned due to the part they played in the construction of the survey instrument.

For presentation in its final form, the instrument was divided into Parts I and II, relating to the actual tasks of the counselor, and theories and concepts respectively.

I. The Relation of Guidance Services to Administration

The importance of the daily administration of schools is recognized by all school people. For the counselor to establish an identity in the school setting, it appears necessary to determine our ideas about the relationship of guidance services to administration. Some of the items in this section, as well as others, might appear unimportant, but as many have been mentioned in the presence of the investigator as of concern to the counselor, they were included.

Serve as attendance officer, keep records, approve excuses, etc.
Maintain discipline.
Sell tickets and perform duties related to athletics and other school activities.
Accept responsibility for using more planned group experiences.
Encourage research.
Help students plan a schedule.
Be responsible for in-service training program.
Be responsible for lunch money collections.
Serve as office clerk.
Prepare transcripts.
Should counselors serve as substitute teachers?
Do counselors who have been placed in administrative positions do a good job?
Should the school assist students in planning for the future--other schools, jobs, marriage?
Does the primary responsibility for counseling students rest with the home?
Should students be permitted to leave class to see the counselor?
Should the counselor have a definite time schedule?
Should test results be sent home to parents?
Should the counselor be responsible for dealing with discipline problems?
The development of an adequate program of guidance service rests primarily with: the counselor, the administrator, the teacher.
In the absence of certificated counselors, the counseling of pupils should be: delayed, by teachers, by community agencies, by administrators.

II. Counseling and Related Guidance Services

This group of questions was included in the belief that the identity of the counselor is influenced by concepts and philosophy as well as by training.

Is every teacher a counselor?
Can every teacher do effective counseling?
Can guidance be effective if all students are not individually counseled?
Should counselors be provided with a private office?

Do counselors need less specialized training than administrators?
Do counselors need more specialized training than administrators?
Should counselors administer personality and attitude inventories?
Should counselors request students to write autobiographies?
Is counseling the responsibility of institutions other than schools?
Based on your experience, how many pupils do you believe a counselor can effectively work with each school year if provided two hours daily for counseling? 10,20,30,40,50,60,70,80,90,100, 120,130,175,200,225,250,275,300,325,350,375,400, 450,500.
Below are listed the commonly recognized guidance services. Which one of these do you consider to be of greatest value to students? Individual analysis(gathering information about students), occupational and educational information, counseling, testing, placement, follow-up studies, orientation, all are equally important.

III. The Relation of Guidance Services to Instruction

Authorities have suggested a close relationship between guidance services and instruction, but we in Louisiana have had ambivalent feelings. From informal contacts, the questions in this section appeared important. These were included in an attempt to clarify our beliefs.

Place students in class sections, i.e. accelerated, remedial.
Teach remedial classes, reading, science, etc.
Be primarily concerned with developmental needs of students.
Are guidance and education synonymous terms?
Is guidance just good teaching?
If all teachers were developmentally oriented, would we need counselors?
Should guidance services result in an improved curriculum?

IV. Functions of a Guidance Program

This section attempts to determine the specific phases, elements, or components of guidance. These, too, are widely referred to in Louisiana and in professional literature.

Complete cumulative cards or folders.
Author educational and occupational materials.
Procure films on occupational and educational information.
Counsel all students.
Be responsible for job placement of students in summer and after graduation.
Maintain health records.
Prepare case studies for in-service training.
Make follow-up of studies of drop-outs.
Make follow-up studies of graduates.
Plan career days.
Teach a guidance course.
Plan school assemblies.
Sponsor school clubs, student clubs, parties, councils.
Encourage establishment of scholarship organizations.
Plan and sponsor field trips as a source of occupational information.
Compile and maintain a list of part-time jobs available for students.
Prepare occupational units to be followed by classroom teachers in the presentation of their subject matter.
Visit in home of students.
Plan programs of home visitation to be followed by entire faculty.
Teach a course in occupations.
Plan orientation programs to familiarize incoming students with school building, courses, student activities.
Be familiar with services and staff or referral agencies such as special education, employment services, guidance centers.
Collect and distribute occupational material.
Plan testing program for school.
Inform parents about guidance services.
Interpret test results to students and parents.

IV

ADMINISTRATIVE VIEWPOINT

As previously mentioned, questionnaires were mailed to 67 superintendents and 561 principals. They were returned by 41 superintendents and 414 principals or 61 and 74 percent respectively. The questionnaires returned by administrators were compiled. Table I presents the responses of 41 superintendents and Table II of 414 principals. On Part I of the questionnaire, they were asked to indicate if the activity was primarily the responsibility of the teacher(T), administrator(A), counselor(C), or was not applicable to guidance(NA). A fifth category, no response(O), was added when the questionnaires were tallied.

Part II of the questionnaire was an attempt to arrive at our concept of guidance, and its contribution to the role of the counselor. This part was answered with checks, and on a "yes" or "no" basis.

For this study, 75 percent of acceptance or rejection of an item was the arbitrary point considered significant. In Table III is listed the items on which 75 percent of the superintendents agreed and in Table IV, the items on which 75 percent of the principals agreed. These tables are provided to assist the reader.

TABLE I

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement	Superintendents									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	% +
*1. Complete cumulative cards or folders.	2	5	15	37	16	39	7	17	1	2
2. Author educational and occupational materials.	5	12	26	63	1	2	2	5	7	17
3. Procure films on occupational and educational information.	4	10	36	88	1	2	--	--	--	--
4. Counsel all students.	4	10	32	78	2	5	2	5	1	2
5. Be responsible for job placement of students in summer and after graduation.	1	2	18	44	--	--	1	2	21	51
6. Place students in class sections, i.e. accelerated, remedial.	4	10	17	41	2	5	17	41	1	2

*In Tables I through VI the number of the questionnaire item is provided for reference.

+Percents do not always equal 100 as they have been rounded to the nearest whole number.

TABLE I (continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement	Superintendents									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
7. Maintain health records.	2	5	9	22	21	51	5	12	4	10
8. Prepare case studies for in-service training.	4	10	29	71	1	2	7	17	--	--
9. Make follow-up studies of drop-outs.	5	12	33	80	--	--	3	7	--	--
10. Make follow-up studies of graduates.	4	10	28	68	--	--	9	22	--	--
11. Plan career days.	3	7	27	66	--	--	10	24	1	2
12. Teach a guidance course.	2	5	22	54	--	--	--	--	17	41
13. Plan school assemblies.	2	5	1	2	4	10	30	73	4	10
14. Sponsor school clubs, parties, councils.	2	5	--	--	24	59	5	12	10	24
15. Encourage establishment of scholarship organizations.	2	5	10	24	--	--	24	59	5	12
16. Plan and sponsor field trips as a source of occupational information.	5	12	24	59	8	20	2	5	2	5

TABLE I (continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement Part I	Superintendents									
	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
17. Compile and maintain a list of part-time jobs available for students.	1	2	33	80	2	5	2	5	3	7
18. Prepare occupational units to be followed by classroom teachers in the presentation of their subject matter.	1	2	25	61	12	29	1	2	2	5
19. Visit in homes of students.	2	5	16	39	13	32	2	5	8	20
20. Plan programs of home visitation to be followed by entire faculty.	2	5	4	10	--	--	25	61	10	24
21. Teach a course in occupations.	3	7	18	44	14	34	1	2	5	12
22. Serve as attendance officer, keep records, approve excuses, etc.	2	5	--	--	1	2	28	68	10	24
23. Maintain discipline.	1	2	--	--	4	10	29	71	7	17
24. Plan orientation programs to familiarize incoming students with school building, courses, student activities.	2	5	23	56	1	2	15	37	--	--
25. Sell tickets and perform duties related to athletics and other school activities.	4	10	--	--	11	27	8	20	18	44

TABLE I (continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement	Superintendents									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
26. Teach remedial classes, reading, science, etc.	1	2	1	2	25	61	2	5	12	29
27. Be familiar with services and staff or referral agencies such as special education, employment services, guidance centers.	4	10	35	85	--	--	2	5	--	--
28. Accept responsibility for using more planned group experiences.	4	10	10	24	9	22	13	32	5	12
29. Encourage research.	2	5	7	17	11	27	18	44	3	7
30. Be primarily concerned with developmental needs of students.	4	10	17	41	13	32	7	17	--	--
31. Collect and distribute occupational material.	1	2	38	93	1	2	--	--	1	2
32. Plan testing program for school.	3	7	28	68	--	--	10	24	--	--
33. Inform parents about guidance services.	3	7	24	59	--	--	14	34	--	--
34. Interpret test results to students and parents.	2	5	39	95	--	--	--	--	--	--

TABLE I (continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement	Superintendents									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
35. Help students plan a schedule.	4	10	31	76	3	7	3	7	--	--
36. Be responsible for in-service training program.	1	2	2	5	--	--	34	83	4	10
37. Be responsible for lunch money collections.	2	5	--	--	6	15	16	39	17	41
38. Serve as office clerk.	1	2	--	--	2	5	7	17	31	76
39. Prepare transcripts.	1	2	3	7	--	--	24	59	13	32
Part II	No				Yes				No	
	No.	%			No.	%			No.	%
40. Is every teacher a counselor?	1	2			35	85			5	12
41. Can every teacher do effective counseling?	1	2			12	29			28	68
42. Can guidance be effective if all students are not individually counseled?	2	5			25	61			14	34
43. Should counselors be provided with a private office?	--	--			41	100			--	--

TABLE I(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement Part II	Superintendents					
	0		Yes		No	
	No.	%	No.	%	No.	%
44. Should counselors serve as substitute teachers?	--	--	1	2	40	98
45. Do counselors need less specialized training than administrators?	1	2	--	--	40	98
46. Do counselors need more specialized training than administrators?	3	7	24	59	14	34
47. Should counselors administer personality and attitude inventories?	1	2	35	85	5	12
48. Should counselors request students to write autobiographies?	3	7	26	63	12	29
49. Are guidance and education synonymous terms?	1	2	24	59	16	39
50. Is guidance just good teaching?	3	7	15	37	23	56
51. If all teachers were developmentally oriented, would we need counselors?	1	2	37	90	3	7
52. Do counselors who have been placed in administrative positions do a good job?	14	34	24	59	3	7
53. Should the school assist students in planning for the future--other schools, jobs, marriage?	1	2	40	98	--	--

TABLE I (continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Statement	Superintendents					
Part II	0		Yes		No	
	No.	%	No.	%	No.	%
54. Is counseling the responsibility of institutions other than schools?	3	7	28	68	10	24
55. Does the primary responsibility for counseling students rest with the home?	1	2	33	80	7	17
56. Should students be permitted to leave class to see the counselor?	1	2	20	49	20	49
57. Should the counselor have a definite time schedule?	2	5	33	80	6	15
58. Should test results be sent home to parents?	3	7	13	32	25	61
59. Should the counselor be responsible for dealing with discipline problems?	--	--	1	2	40	98
60. Should guidance services result in an improved curriculum?	1	2	40	98	--	--

61. The development of an adequate program of guidance service rests primarily with:	0		Counselor	
	No.	%	No.	%
	2	5	12	29
	Administrator		Teacher	
	No.	%	No.	%
	27	66	--	--

TABLE I(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Part II

62. In the absence of certificated counselors, the counseling of pupils should be:

0		Delayed		By Teachers		By Community Agencies		By Administrator	
No.	%	No.	%	No.	%	No.	%	No.	%
6	15	1	2	24	59	--	--	10	24

63. Based on your experience, how many pupils do you believe a counselor can effectively work with each school year if provided two hours daily for counseling?

	No.	%		No.	%
Less Than 100	10	24	300 - 349	6	15
100 - 149	10	25	350 - 399	--	--
150 - 199	3	7	400 - 449	2	5
200 - 249	7	17	450 - 499	--	--
250 - 299	3	7	500	--	--

TABLE I (continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 41 LOUISIANA PARISH AND CITY SCHOOL SUPERINTENDENTS

Part II

64. Listed are commonly recognized guidance services. Which one of these do you consider to be of greatest value to students?

	No.	%
0	2	5
Individual Analysis	3	7
Occupational and Educational Information	5	12
Counseling	19	46
Testing	--	--
Placement	--	--
Follow-up Studies	--	--
Orientation	--	--
All are equally important	12	29

TABLE II

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement	Principals									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Complete cumulative cards or folders.	19	5	89	21	228	55	45	11	33	8
2. Author educational and occupational materials.	37	9	244	59	19	5	31	7	83	20
3. Procure films on occupational and educational information.	21	5	310	75	63	15	16	4	4	1
4. Counsel all students.	31	7	309	75	39	9	34	8	1	--
5. Be responsible for job placement of students in summer and after graduation.	28	7	195	47	3	1	52	12	136	33
6. Place students in class sections, i.e. accelerated, remedial.	25	6	112	27	29	7	235	57	13	3
7. Maintain health records.	14	3	67	16	231	56	52	13	50	12
8. Prepare case studies for in-service training.	27	6	251	61	37	9	77	19	22	5
9. Make follow-up studies of drop-outs.	21	5	309	75	6	1	67	16	11	3
10. Make follow-up studies of graduates.	17	4	292	71	4	1	95	23	6	1
11. Plan career days.	25	6	277	67	17	4	86	21	9	2

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement	Principals									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
12. Teach a guidance course.	30	7	233	56	35	9	9	2	107	26
13. Plan school assemblies.	24	6	19	4	98	24	211	51	62	15
14. Sponsor school clubs, student clubs, parties, councils.	23	6	15	4	270	65	31	7	75	18
15. Encourage establishment of scholarship organizations.	24	5	112	27	19	5	221	53	38	10
16. Plan and sponsor field trips as a source of occupational information.	22	5	196	47	155	38	22	5	19	5
17. Compile and maintain a list of part-time jobs available for students.	18	4	289	70	7	2	49	12	51	12
18. Prepare occupational units to be followed by classroom teachers in the presentation of their subject matter.	28	7	206	50	100	24	28	7	52	12
19. Visit in homes of students.	35	8	137	33	161	39	24	6	57	14
20. Plan programs of home visitation to be followed by entire faculty.	31	8	54	13	6	1	203	49	120	29
21. Teach a course in occupations.	31	7	185	45	116	28	7	2	75	18

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement	Principals									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
22. Serve as attendance officer, keep records, approve excuses, etc.	25	6	25	6	20	5	243	59	101	24
23. Maintain discipline.	32	8	1	--	61	14	262	63	58	14
24. Plan orientation programs to familiarize incoming students with school building, courses, student activities.	24	6	217	52	21	5	143	35	9	2
25. Sell tickets and perform duties related to athletics and other school activities.	23	6	7	2	149	36	39	9	196	47
26. Teach remedial classes, reading, science, etc.	12	3	9	2	267	65	10	2	116	28
27. Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.	25	6	313	76	12	2	57	14	7	2
28. Accept responsibility for using more planned group experiences.	26	7	107	26	122	29	116	28	43	10
29. Encourage research.	24	6	45	11	74	18	237	57	34	8
30. Be primarily concerned with developmental needs of students.	35	8	127	31	121	29	117	28	14	4

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement	Principals									
Part I	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
31. Collect and distribute occupational material.	11	3	350	84	24	6	26	6	3	1
32. Plan testing program for school.	24	5	255	62	65	16	68	16	2	--
33. Inform parents about guidance services.	27	7	233	56	9	2	141	34	4	1
34. Interpret test results to students and parents.	20	5	332	80	20	5	39	9	3	1
35. Help students plan a schedule.	31	7	261	63	49	12	68	17	5	1
36. Be responsible for in-service training program.	18	4	26	6	5	1	330	80	35	9
37. Be responsible for lunch money collections.	20	5	2	--	120	29	84	20	188	45
38. Serve as office clerk.	18	4	8	2	26	6	52	13	310	75
39. Prepare transcripts.	13	3	63	15	12	3	173	42	153	37

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement Part II	Principals					
	0		Yes		No	
	No.	%	No.	%	No.	%
40. Is every teacher a counselor?	2	--	350	85	62	14
41. Can every teacher do effective counseling?	2	--	119	29	293	70
42. Can guidance be effective if all students are not individually counseled?	4	1	259	63	151	36
43. Should counselors be provided with a private office?	--	--	412	99	2	--
44. Should counselors serve as substitute teachers?	--	--	53	13	361	87
45. Do counselors need less specialized training than administrators?	6	1	48	12	360	87
46. Do counselors need more specialized training than administrators?	11	2	197	48	206	50
47. Should counselors administer personality and attitude inventories?	9	2	359	87	46	11
48. Should counselors request students to write autobiographies?	11	2	305	74	98	24
49. Are guidance and education synonymous terms?	19	5	199	48	196	47

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement Part II	Principals					
	0		Yes		No	
	No.	%	No.	%	No.	%
50. Is guidance just good teaching?	8	1	114	28	292	71
51. If all teachers were developmentally oriented, would we need counselors?	10	2	365	88	39	10
52. Do counselors who have been placed in administrative positions do a good job?	102	25	264	64	48	11
53. Should the school assist students in planning for the future--other schools, jobs, marriage?	2	--	410	99	2	--
54. Is counseling the responsibility of institutions other than schools?	11	2	331	80	72	18
55. Does the primary responsibility for counseling students rest with the home?	14	3	292	71	108	26
56. Should students be permitted to leave class to see the counselor?	9	2	276	67	129	31
57. Should the counselor have a definite time schedule?	9	2	322	78	83	20
58. Should test results be sent home to parents?	15	3	143	35	256	62
59. Should the counselor be responsible for dealing with discipline problems?	9	2	42	10	363	88

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement Part II	Principals									
	0		Yes		No					
	No.	%	No.	%	No.	%				
60. Should guidance services result in an improved curriculum?	6	1	401	97	7	2				
	0		Counselor		Administrator		Teacher			
61. The development of an adequate program of guidance service rests primarily with:	No.	%	No.	%	No.	%	No.	%		
	9	2	91	22	313	75	1	--		
	0		Delayed		By Teachers					
62. In the absence of certificated counselors, the counseling of pupils should be:	No.	%	No.	%	No.	%				
	35	8	12	3	252	61				
	By Community Agencies		By Administrator							
	No.	%	No.	%						
	5	1	110	27						

TABLE II (continued)

A COMPILATION OF RESPONSES BY NUMBER AND PERCENT TO A GUIDANCE QUESTIONNAIRE BY 414 LOUISIANA JUNIOR AND SENIOR HIGH SCHOOL PRINCIPALS

Statement	Part II		Principals		
63. Based on your experience, how many pupils do you believe a counselor can effectively work with each school year if provided two hours daily for counseling?			64. Listed are commonly recognized guidance services. Which one of these do you consider to be of greatest value to students?		
	No.	%		No.	%
Less Than 100	83	20	0	14	3
100 - 149	113	27	Individual Analysis	39	9
150 - 199	35	9	Occupational and Educational Information	45	11
200 - 249	68	16	Counseling	205	50
250 - 299	35	9	Testing	5	1
300 - 349	34	8	Placement	4	1
350 - 399	26	6	Follow-up Studies	--	--
400 - 449	13	3	Orientation	--	--
450 - 499	1	--	All are equally important	102	25
500	6	1			

TABLE III

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE SUPERINTENDENTS AGREE

Statement	Superintendents									
	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
3. Procure films on occupational and educational information.	4	10	36	88	1	2	--	--	--	--
4. Counsel all students.	4	10	32	78	2	5	2	5	1	2
9. Make follow-up studies of drop-outs.	5	12	33	80	--	--	3	7	--	--
17. Compile and maintain a list of part-time jobs available for students.	1	2	33	80	2	5	2	5	3	7
27. Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.	4	10	35	85	--	--	2	5	--	--
31. Collect and distribute occupational material.	1	2	38	93	1	2	--	--	1	2
34. Interpret test results to students and parents.	2	5	39	95	--	--	--	--	--	--
35. Help students plan a schedule.	4	10	31	76	3	7	3	7	--	--
36. Be responsible for in-service training program.	1	2	2	5	--	--	34	83	4	10
38. Serve as office clerk.	1	2	--	--	2	5	7	17	31	76

TABLE III(continued)

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE SUPERINTENDENTS AGREE

Statement	Superintendents					
	0		Yes		No	
	No.	%	No.	%	No.	%
40. Is every teacher a counselor?	1	2	35	85	5	12
43. Should counselors be provided with a private office?	--	--	41	100	--	--
44. Should counselors serve as substitute teachers?	--	--	1	2	40	98
45. Do counselors need less specialized training than administrators?	1	2	--	--	40	98
47. Should counselors administer personality and attitude inventories?	1	2	35	85	5	12
51. If all teachers were developmentally oriented, would we need counselors?	1	2	37	90	3	7
53. Should the school assist students in planning for the future--other schools, jobs, marriage?	1	2	40	98	--	--
55. Does the primary responsibility for counseling students rest with the home?	1	2	33	80	7	17
57. Should the counselor have a definite time schedule?	2	5	33	80	6	15
59. Should the counselor be responsible for dealing with discipline problems?	--	--	1	2	40	98
60. Should guidance services result in an improved curriculum?	1	2	40	98	--	--

TABLE IV

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE PRINCIPALS AGREE

Statement	Principals									
	O		C		T		A		NA	
	No.	%	No.	%	No.	%	No.	%	No.	%
3. Procure films on occupational and educational information.	21	5	310	75	63	15	16	4	4	1
4. Counsel all students.	31	7	309	75	39	9	34	8	1	--
9. Make follow-up studies of drop-outs.	21	5	309	75	6	1	67	16	11	3
27. Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.	25	6	313	76	12	2	57	14	7	2
31. Collect and distribute occupational material.	11	3	350	84	24	6	26	6	3	1
34. Interpret test results to students and parents.	20	5	332	80	20	5	39	9	3	1
36. Be responsible for in-service training program.	18	4	26	6	5	1	330	80	35	9
38. Serve as office clerk.	18	4	8	2	26	6	52	13	310	75

TABLE IV(continued)

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE PRINCIPALS AGREE

Statement	Principals					
	0		Yes		No	
	No.	%	No.	%	No.	%
40. Is every teacher a counselor?	2	--	350	85	62	14
43. Should counselors be provided with a private office?	--	--	412	99	2	--
44. Should counselors serve as substitute teachers?	--	--	53	13	361	87
45. Do counselors need less specialized training than administrators?	6	1	48	12	360	87
47. Should counselors administer personality and attitude inventories?	9	2	359	87	46	11
51. If all teachers were developmentally oriented, would we need counselors?	10	2	365	88	39	10
53. Should the school assist students in planning for the future--other schools, jobs, marriage?	2	--	410	99	2	--
54. Is counseling the responsibility of institutions other than schools?	11	2	331	80	72	18
57. Should the counselor have a definite time schedule?	9	2	322	78	83	20

TABLE IV(continued)

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE PRINCIPALS AGREE

Statement	Principals					
	0		Yes		No	
	No.	%	No.	%	No.	%
59. Should the counselor be responsible for dealing with discipline problems?	9	2	42	10	363	88
60. Should guidance services result in an improved curriculum?	6	1	401	97	7	2

61. The development of an adequate program of guidance service rests primarily with:

	No.	%
0	9	2
Counselor	91	22
Administrator	313	75
Teacher	1	--

V

COUNSELORS' VIEWPOINT

A slightly reorganized questionnaire was sent to the counselors. While this questionnaire contained the same items as those sent to administrators, the reorganization was undertaken to minimize any effect on the counselors of previously viewing the administrator's questionnaire. The items were arranged in a descending order of agreement as determined by the results of the questionnaire sent to the administrators.

Table V presents the results of the questionnaire to counselors. On the first part they were asked to state if each activity was primarily the responsibility of the counselor(C) or not applicable to guidance services(NA). If no response(O) was given, this was to mean that it was applicable to guidance but the responsibility of other school personnel. Questionnaires were mailed to 253 full and part-time certificated counselors. Of this number, 170 or 67 percent returned completed questionnaires.

TABLE V

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement	Counselors					
Part I	O		C		NA	
	No.	%	No.	%	No.	%
1. Complete cumulative cards or folders.	30	18	67	39	73	43
2. Author educational and occupational materials.	58	34	65	38	47	28
3. Procure films on occupational and educational information.	30	18	121	71	19	11
4. Counsel all students.	13	8	150	88	7	4
5. Be responsible for job placement of students in summer and after graduation.	53	31	36	21	81	48
6. Place students in class sections, i.e. accelerated, remedial.	46	27	90	53	34	20
7. Maintain health records.	31	18	21	12	118	69
8. Prepare case studies for in-service training.	42	25	97	57	31	18
9. Make follow-up studies of drop-outs.	33	19	123	72	14	8
10. Make follow-up studies of graduates.	35	21	119	70	16	9
11. Plan career days.	29	17	119	70	22	13
12. Teach a guidance course.	50	29	62	36	58	34

TABLE-V(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement Part I	Counselors					
	O		C		NA	
	No.	%	No.	%	No.	%
13. Plan school assemblies.	35	21	13	8	122	72
14. Sponsor school clubs, student clubs, parties, councils.	29	17	18	11	123	72
15. Encourage establishment of scholarship organizations.	43	25	64	38	63	37
16. Plan and sponsor field trips as a source of occupational information.	54	32	56	33	60	35
17. Compile and maintain a list of part-time jobs available for students.	32	19	94	55	44	26
18. Prepare occupational units to be followed by classroom teachers in the presentation of their subject matter.	46	27	57	34	67	39
19. Visit in homes of students.	50	29	68	40	52	31
20. Plan programs of home visitation to be followed by entire faculty.	39	23	7	4	124	73
21. Teach a course in occupations.	38	22	55	32	77	45
22. Serve as attendance officer, keep records, approve excuses, etc.	19	11	2	1	149	88
23. Maintain discipline.	11	6	4	2	155	91
24. Plan orientation programs to familiarize incoming students with school building, courses, student activities.	24	14	132	78	14	8

TABLE V(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement Part I	Counselors					
	O		C		NA	
	No.	%	No.	%	No.	%
25. Sell tickets and perform duties related to athletics and other school activities.	17	10	15	9	138	81
26. Teach remedial classes, reading, science, etc.	12	7	--	--	158	93
27. Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.	5	3	164	96	1	1
28. Accept responsibility for using more planned group experiences.	49	29	68	40	53	31
29. Encourage research.	46	27	80	47	44	26
30. Be primarily concerned with developmental needs of students.	37	22	122	72	11	6
31. Collect and distribute occupational material.	7	4	161	95	2	1
32. Plan testing program for school.	27	16	130	76	13	8
33. Inform parents about guidance services.	19	11	146	86	5	3
34. Interpret test results to students and parents.	2	1	166	98	2	1
35. Help students plan a schedule.	21	12	146	86	3	2
36. Be responsible for in-service training program.	32	19	20	12	118	69

TABLE V(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement	Counselors					
Part I	O		C		NA	
	No.	%	No.	%	No.	%
37. Be responsible for lunch money collections.	9	5	1	1	160	94
38. Serve as office clerk.	11	6	--	--	159	94
39. Prepare transcripts.	24	14	27	16	119	70
Part II	O		Yes		No	
	No.	%	No.	%	No.	%
40. Is every teacher a counselor?	1	1	90	53	79	46
41. Can every teacher do effective counseling?	--	--	22	13	148	87
42. Can guidance be effective if all students are not individually counseled?	5	3	119	70	46	27
43. Should counselors be provided with a private office?	1	1	169	99	--	--
44. Should counselors serve as substitute teachers?	--	--	4	2	166	98
45. Do counselors need less specialized training than administrators?	1	--	1	--	168	99
46. Do counselors need more specialized training than administrators?	4	2	123	72	43	25

TABLE V(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement Part II	Counselors					
	0		Yes		No	
	No.	%	No.	%	No.	%
47. Should counselors administer personality and attitude inventories?	8	5	128	75	34	20
48. Should counselors request students to write autobiographies?	10	6	102	60	58	34
49. Are guidance and education synonymous terms?	11	6	68	40	91	54
50. Is guidance just good teaching?	2	1	17	10	151	89
51. If all teachers were developmentally oriented, would we need counselors?	2	1	163	96	5	3
52. Do counselors who have been placed in administrative positions do a good job?	31	18	116	68	23	14
53. Should the school assist students in planning for the future--other schools, jobs, marriage?	--	--	166	98	4	2
54. Is counseling the responsibility of institutions other than schools?	9	5	130	76	31	18
55. Does the primary responsibility for counseling students rest with the home?	5	3	107	63	58	34
56. Should students be permitted to leave class to see the counselor?	9	5	144	85	17	10
57. Should the counselor have a definite time schedule?	10	6	88	52	72	42
58. Should test results be sent home to parents?	8	5	68	40	94	55

TABLE V(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement Part II	Counselors					
	0		Yes		No	
	No.	%	No.	%	No.	%
59. Should the counselor be responsible for dealing with discipline problems?	4	2	5	3	161	95
60. Should guidance services result in an improved curriculum?	2	1	167	98	1	1

61. The development of an adequate program of guidance service rests primarily with:

	No.	%
0	10	6
Counselor	67	39
Administrators	93	55
Teacher	--	--

62. In the absence of certificated counselors, the counseling of pupils should be:

	No.	%
0	16	9
Delayed	6	4
By Teachers	114	67
By Community Agencies	7	4
By Administrator	27	16

TABLE V(continued)

A COMPILATION BY NUMBER AND PERCENT OF RESPONSES TO A GUIDANCE QUESTIONNAIRE BY 170 LOUISIANA CERTIFICATED SCHOOL COUNSELORS

Statement	Part II	Counselors

63. Based on your experience, how many pupils do you believe a counselor can effectively work with each school year if provided two hours daily for counseling?

	No.	%
Less Than 100	38	22
100 - 149	64	38
150 - 199	12	7
200 - 249	26	15
250 - 299	6	3
300 - 349	13	8
350 - 399	5	3
400 - 449	5	3
450 - 499	1	1
500	--	--

64. Listed are commonly recognized guidance services. Which one of these do you consider to be of greatest value to students?

	No.	%
0	5	3
Individual Analysis	3	2
Occupational and Educational Information	11	6
Counseling	108	64
Testing	--	--
Placement	2	1
Follow-up Studies	--	--
Orientation	1	--
All are equally important	40	24

TABLE VI

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE COUNSELORS AGREE

Statement	Counselors					
	O		C		NA	
	No.	%	No.	%	No.	%
4. Counsel all students	13	8	150	88	7	4
22. Serve as attendance officer, keep records, approve excuses, etc.	19	11	2	1	149	88
23. Maintain discipline.	11	6	4	2	155	91
24. Plan orientation programs to familiarize incoming students with school building, courses, student activities.	24	14	132	78	14	8
25. Sell tickets and perform duties related to athletics and other school activities.	17	10	15	9	138	81
26. Teach remedial classes, reading, science, etc.	12	7	--	--	158	93
27. Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.	5	3	164	96	1	1
31. Collect and distribute occupational material.	7	4	161	95	2	1
32. Plan testing program for school.	27	16	130	76	13	8
33. Inform parents about guidance services.	19	11	146	86	5	3
34. Interpret test results to students and parents.	2	1	166	98	2	1
35. Help students plan a schedule.	21	12	146	86	3	2
37. Be responsible for lunch money collections.	9	5	1	1	160	94
38. Serve as office clerk.	11	6	--	--	159	94

TABLE VI(continued)

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE COUNSELORS AGREE

Statement	Counselors					
	0		Yes		No	
	No.	%	No.	%	No.	%
41. Can every teacher do effective counseling?	--	--	22	13	148	87
43. Should counselors be provided with a private office?	1	1	169	99	--	--
44. Should counselors serve as substitute teachers?	--	--	4	2	166	98
45. Do counselors need less specialized training than administrators?	1	--	1	--	168	99
47. Should counselors administer personality and attitude inventories?	8	5	128	75	34	20
50. Is guidance just good teaching?	2	1	17	10	151	89
51. If all teachers were developmentally oriented, would we need counselors?	2	1	163	96	5	3
53. Should the school assist students in planning for the future--other schools, jobs, marriage?	--	--	166	98	4	2
54. Is counseling the responsibility of institutions other than schools?	9	5	130	76	31	18
56. Should students be permitted to leave class to see the counselor?	9	5	144	85	17	10
59. Should the counselor be responsible for dealing with discipline problems?	4	2	5	3	161	95
60. Should guidance services result in an improved curriculum?	2	1	167	98	1	1

VI

THE ROLE OF THE COUNSELOR

In the preceding chapters, we have presented in detail the data obtained from the questionnaires. The reader will recall that one objective of this study was to determine the role of the counselor as viewed by school personnel in Louisiana.

This phase of the study is meaningful to the extent that it is possible to identify the role or function of this important personnel worker. The writer feels that the counselor carries an awesome responsibility just by virtue of a dictionary definition which suggests that a counselor is a person who gives advice. Today, the school counselor is thought of as an educator who provides specialized services which are necessary if each individual is to develop to the fullest of his abilities. The counselors' services are in addition to, and yet compliment, the instructural, extra-curricular, and administrative phases of education.

There are those who perhaps will feel that some of the material presented in this chapter is the responsibility of an assistant principal, school psychologist, school nurse, or school social worker. Therefore, it might be well to mention that the only student personnel worker on the staff of most schools in Louisiana is the counselor. In an earlier

chapter it was stated that counselors are available in most of our school systems, but a careful analysis of other figures reveals that not every school has a full-time counselor. It was previously stated that 561 questionnaires were mailed to principals, however, the sample included only 253 certificated counselors. These figures are based on the 1963-64 school year.

Table VII is a compilation of items on which superintendents and principals reached agreement in defining the role of the counselor. The reader is referred to Tables I and II which present this information separately for these groups of respondents.

The information derived from Table VII provides a rather succinct model for the counselor. From these seventeen items of agreement, we find that the counselor should:

Counsel all students.
Collect and disseminate occupational information.
Make follow-up studies of school drop-outs.
Interpret test results to parents and students.
Know referral sources.
Use personality and attitude inventories.

Perhaps equally important in establishing the role of the counselor are those points which indicate some "should nots" for the counselor.

The counselor should not:

Serve as an office clerk. In fact, the administrators did not consider this as even applicable to guidance.

TABLE VII

STATEMENTS ON WHICH A MINIMUM OF 75 PERCENT OF THE SUPERINTENDENTS AND PRINCIPALS AGREE WHICH IDENTIFY GUIDANCE SERVICES AND THE ROLE OF THE COUNSELOR

Procure films on occupational and educational information.
Counsel all students.
Make follow-up studies of drop-outs.
Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.
Collect and distribute occupational material.
Interpret test results to students and parents.
Should not be responsible for in-service training program.
Should not serve as office clerk.
Every teacher is a counselor.
Should be provided with a private office.
Should not serve as substitute teachers.
Should administer personality and attitude inventories.
Even if all teachers were developmentally oriented, we would need counselors.
The school should assist students in planning for the future--other schools, jobs, marriage.
Should have a definite time schedule.
Should not be responsible for dealing with discipline problems.
Guidance services should result in an improved curriculum.

Serve as substitute teachers.
Be responsible for dealing with discipline problems.
Be responsible for the in-service training program.

The administrators also believe that every teacher is a counselor, but even developmentally oriented teachers would not obviate the need for counselors. Counselors should be provided with a private office and should function on a definite schedule. There is definite agreement on the part of administrators that the school is concerned with the future as well as the present plans of students. This group also recognizes that guidance is a vital service of the school and should contribute to an improved curriculum.

Table VIII is a compilation of items on which administrators and counselors reached agreement regarding guidance services and the role of the counselor. The reader might wish to review Table VI which presents the points of counselor agreement.

The twelve factors of agreement between administrators and counselors provide the basis for the following statements:

The counselor should:

Counsel all students.
Know referral sources.
Collect and disseminate occupational information.
Interpret test results to students and parents.
Administer personality and attitude inventories.

TABLE VIII

STATEMENTS ON WHICH 75 PERCENT OF THE ADMINISTRATORS AND COUNSELORS AGREE WHICH IDENTIFY GUIDANCE SERVICES AND THE ROLE OF THE COUNSELOR

Counsel all students.
Be familiar with services and staff of referral agencies such as special education, employment services, guidance centers.
Collect and distribute occupational material.
Interpret test results to students and parents.
Should not serve as office clerk.
Should be provided with a private office.
Should not serve as substitute teachers.
Should administer personality and attitude inventories.
Even if all teachers were developmentally oriented, we would need counselors.
The school should assist students in planning for the future--other schools, jobs, marriage.
Should not be responsible for dealing with discipline problems.
Guidance services should result in an improved curriculum.

The counselor should not:

Serve as office clerk.
Serve as substitute teacher.
Be responsible for dealing with discipline problems.

The respondents are in agreement that there is a need for counselors, that they should have a private office, and that the school should assist students in planning for the future.

A comparison of Tables VII and VIII reveals five points on which the administrators agreed but 75 percent of the counselors did not agree. This information is presented in Table IX.

Despite the fact that 75 percent of the counselors failed to accept these statements, it is interesting to note from Table V that the first two items on Table IX were accepted as counselor responsibilities by over 70 percent. The third item was not considered as applicable by 69 percent of the counselors while slightly over 50 percent felt that every teacher is a counselor, and that the counselor should have a definite time schedule.

Table X presents statements selected by counselors but not agreed with by 75 percent of administrators.

One significant fact gleaned from this table is the counselor's belief that his duties are a bit broader than expressed by the administrator. The majority of counselors felt it their responsibility to plan the school testing program,

TABLE IX

STATEMENTS SELECTED BY ADMINISTRATORS BUT NOT AGREED WITH BY 75 PERCENT OF COUNSELORS

Procure films on occupational and educational information.
Make follow-up studies of drop-outs.
Should not be responsible for in-service training program.
Every teacher is a counselor.
The counselor should have a definite time schedule.

TABLE X

STATEMENTS SELECTED BY COUNSELORS BUT NOT AGREED WITH BY 75 PERCENT OF ADMINISTRATORS

Should not serve as attendance officer, keep records, approve excuses, etc.
Should not be responsible for maintaining discipline.
Should plan orientation programs to familiarize incoming students with school building, courses, student activities.
Should not sell tickets and perform duties related to athletics and other school activities.
Should plan testing program for school.
Should inform parents about guidance services.
Should help students plan a schedule.
Should not be responsible for lunch money collections.
Every teacher cannot do effective counseling.
Counselors need more specialized training than administrators.
Guidance is not just good teaching.
Counseling is the responsibility of other institutions as well as the schools.
Students should be permitted to leave class to see the counselor.
Should not teach remedial classes, reading, science, etc.

to inform parents of guidance services, and to help students with schedule planning and orientation.

A second and probably equally significant observation is the number of activities which were considered by counselors as not applicable to guidance services. These include serving as attendance officer, maintaining discipline, and collecting lunch money.

Counseling each student according to his individual needs is considered by superintendents, principals, and counselors to be his responsibility. This can best be accomplished by the provision of a private office. His duties also include the use of tests, including personality and attitude scales, the collection of occupational information, and the interpretation of data obtained to both parents and students. In his role as counselor, he should be familiar with the services and staff of guidance agencies other than the school in order to most effectively contribute to both the present and future planning of the school population. The accomplishment of these functions should never be conceived of as being apart from the instructional program, for our counselors and administrators both believe that guidance services should result in an improved curriculum.

The reader conversant with the wide spectum of guidance literature can take little exception to the role of the counselor

as viewed by the school personnel in Louisiana. Perhaps there are those who feel that a broader scope of agreement is desirable, however, those who are familiar with the vast differences in the guidance requirements of the various localities in Louisiana will recognize that a common core has evolved in our thinking.

VII

WHAT COUNSELORS DO

The preceding chapters describe the role of the counselor from the viewpoint of selected school personnel. Another objective of the study was to attempt to determine the frequency of functions performed by counselors.

As previously mentioned a number of full-time certificated counselors were interviewed and an unstructured instrument was mailed to the remainder of these counselors. They were asked to list the five activities which were most time consuming in their role as a counselor during the 1963-64 school year. Full-time certificated counselors were surveyed because it was felt that their professional education would contribute to a tendency to perform those functions most in keeping with their professional knowledge. Of the 171 full-time certificated counselors in Louisiana, 138 responded either in interview or by mail. Our data in this section is based on responses of these 138, who represent 81 percent of the full-time certificated counselors. A possible 690 responses (138 x 5) were available for analysis.

Table XI presents an analysis of the duties performed by counselors. This table suggests a wide range of activities.

TABLE XI

A COMPILATION OF ACTIVITIES CONSIDERED MOST TIME CONSUMING BY 138 FULL-TIME CERTIFICATED LOUISIANA COUNSELORS DURING THE 1963-64 SCHOOL YEAR

Activity	Percentage of 690 Responses
Counseling	34%
Counseling*	
Vocational Counseling	
Parent-Teacher Conferences*	
Interviews	
Conferences	
Individual Analysis and Testing	16%
Testing*	
Inventory	
Evaluation	
Individual Analysis	
Scoring and Interpreting Test Results*	
Clerical	19%
Clerical	
Writing Colleges	
Record Keeping*	
Schedule Counseling	
Administrative	13%
Administrative	
Handling school insurance	
Planning	
Compiling Information	
Registration	
Absentees	
Failure Reports	
Transfer	
Withdrawals	
Placement*	

* Activities which involve five or more percent of 690 counselor responses.

TABLE XI(continued)

A COMPILATION OF ACTIVITIES CONSIDERED MOST TIME CONSUMING BY 138 FULL-TIME CERTIFICATED LOUISIANA COUNSELORS DURING THE 1963-64 SCHOOL YEAR

Activity	Percentage of 690 Responses
Miscellaneous	18%
Conferences with college representatives	
Follow-up	
Coordinate program of employment agency	
Group Guidance	
Collecting and dispensing materials	
Working with teachers on curriculums	
Teaching	
Public Relations	
Orientation	
Research	
Problem Cases	
Career Units	
Extra Curricular Activities	
In-Service Training	
Interruptions	

The grouping used in the table resulted from the previous chapters which outlined the role of the counselor. Through visitation and by mail, efforts were made to classify each activity according to where the respondent felt it belonged. Under each major heading we have listed some of the activities as they were identified by the counselors. Those activities which involved five or more percent of the counselor responses are marked with an asterisk. It will be noted that none of the activities listed under "Miscellaneous" made up as many as five percent of the responses. It should be noted again that the counselors were asked to list the five activities most frequently performed during the 1963-64 school year. A follow-up suggested that frequency of performance and time consumed is closely related.

As mentioned above, the purpose of this study is to survey or describe rather than to evaluate our efforts in Louisiana. However, a descriptive comparison of Tables VIII and XI appears beneficial.

The reader will recall that Table VIII included the counseling of all students, interpreting test data, collecting and disseminating occupational materials, assisting students with planning for their future, and administering personality and attitude inventories.

It is recognized that these functions may be performed under many labels but for the most part, they are included under the first two headings of Table XI. These topics, "Counseling" and "Individual Analysis and Testing", made up but 50 percent of the counselor responses.

Familiarity with services and staff of referral agencies was also mentioned in Table VIII. Not one response reported in Table XI dealt with referral. This should not be interpreted to indicate a lack of familiarity nor a lack of utilization of these resources, but it does seem safe to suggest that our referral has become enmeshed with our counseling activity to the point that it is not thought of as a separate entity. Perhaps, the other obvious but less desirable observation is that we do not find this to be a time consumning activity.

According to Table VIII, guidance services should result in an improved curriculum, yet Table XI indicates that less than five percent of the responses relate to this activity. Again, this is an observation from the data collected and is not an evaluative statement. This might suggest that curriculum contributions are not always easily distinguished.

A careful review of Table XI also reveals many activities performed by counselors which are not suggested by the data presented in prior sections of the report. This lack of agreement between role identification and duties performed has often appeared in the literature.

One study cited by Arbuckle[12] states that 203 guidance directors and counselors in Massachusetts were questioned concerning their tasks. The major job functions according to the greatest number of respondents were academic counseling, testing, vocational counseling, and parental conferences. Only 14 percent of the counselors felt that placement was a major function, only two percent felt that administration was a major function, and approximately 25 percent felt that record up-keep and maintaining educational and occupational information were major functions.

In this study, only 26 percent of the directors and 47 percent of the counselors were doing what they felt they should be doing. Two major reasons given for this discrepancy were lack of time and too much clerical work. This is just one of many studies which might be cited. This study was chosen because it closely parellels the impression of the investigator after talking with many counselors. For example, can one adequately test and counsel 500 students a year? It has been suggested by some that clerical duties be limited to from five to ten percent of the counselor's time, but clerical responses were mentioned 19 percent of the time by our sample.

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[12]Dugdale S. Arbuckle, Counseling: An Introduction (Boston: Allyn and Bacon, 1961), pp. 52-53.

In summary, Louisiana counselors perform many job functions and it appears that we, like so many others, might have a conflict between what we do and what we feel we should do.

VIII

SUMMARY

The contribution of this survey lies in its provision of a body of information about the school counselor in Louisiana. This body of information might provide a basis for a better understanding of the role of the counselor and the duties he performs. Each school must of necessity tailor the role of the counselor to the unique demands and goals of the students and community. This statewide survey might be used for comparative purposes and possibly for suggestions in the modification of an existing program.

Effective guidance services can perhaps best be provided if agreement exists between administrators and counselors. The present survey has identified several areas of agreement between these two groups relative to the role of the counselor in the secondary schools of Louisiana.

Agreement to the extent of 75 percent was reached on 12 questionnaire items by both administrators and counselors. Counselors were able to agree on an additional 14. The investigator doubts that such agreement would have been possible a few years ago. It is hoped that this agreement reflects a clarification of thinking on the part of both the administrator and the counselor concerning the counselors role, and that in five or ten years a greater amount of agreement will be evidenced.

While this survey suggests that the specific duties of counselors offer great variability, the most often reported

was counseling. This is particularly encouraging because so many counselors report verbally that all they do is administer tests. Some counselors do perhaps spend most of their time testing, but the data suggests that there is movement toward spending 50 percent of the work day in counseling. If these trends are in reality applicable to the whole of Louisiana, then administrators and counselors should be encouraged by the results of this survey.

From the data gathered and analyzed several points emerge which are worthy of consideration.

1. Guidance is recognized as one phase of education.
2. To a degree, a concept of guidance and the role of the counselor have been identified.
3. A wide spectrum of job duties are performed, but major emphasis is placed on counseling.

These points should encourage more research. The experienced counselor should search authoritative literature to find support for what he believes. Counselors in training should clarify their philosophy through study and research. As a result, counselors should be able to interpret guidance to his administrator, patrons, colleagues, and students in a meaningful and effective fashion.

In addition to personal study by the counselor, this

survey suggests broader topics of research. One area of pertinent research would be evaluative studies in a longitudinal framework to determine the effectiveness of school guidance services. The investigator is constantly amazed at the number of students and parents who seek private counseling. This suggests the need for research concerning the concepts and ideas held by parents and students of school guidance services.

There appears to be a need for the State Department of Education or accrediting associations to provide more definite guidelines for the establishment and improvement of guidance services. This is suggested by the many points on which agreement could not be reached.

In summary, the results of this survey are encouraging to the investigator. The wide range of participation suggests our interest and desire to arrive at a clear cut understanding.

It appears that guidance services are becoming more important in the schools of Louisiana. It is hoped that the results of this survey might contribute to this movement.

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APPENDIX A

LOUISIANA REQUIREMENTS FOR CERTIFICATION AS A GUIDANCE COUNSELOR

6. For guidance counselor:

a. The applicant must hold a valid Louisiana teaching certificate based upon a college degree.

b. He must have had three years of teaching experience at the level or in the field of certification.

c. He must hold a Master's degree from a regionally-accredited institution. His graduate training must include a total of 15 semester hours of professional courses distributed so that at least one course will be taken in each of the five basic areas listed below, except that students who have taken a course in Principles of Guidance at the undergraduate level will not be held for a similar course at the graduate level:

(1) Organization and administration of guidance

(2) Analysis of the individual

(3) Educational and occupational information

(4) Counseling

(5) Principles of guidance

Persons meeting the requirements listed under 'a' and 'b' may be issued authorization to serve as guidance counselor for one year. This authorization is subject to renewal upon completion of six additional semester hours of the remaining required areas under 'c'. Such authorization shall become permanent upon completion of the requirements shown under 'c'. [13]

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[13] Shelby M. Jackson, Louisiana Standards for State Certification of School Personnel: Bulletin No. 746. Baton Rouge: State of Louisiana, Department of Education, pp. 36-37.